DOCUMENT RESUME

ED 228 342 UD 022 684

AUTHOR	Wilkinson, Doris
TITLE	Black Colleges and Universities: The Components of Institutional Effectiveness.
INSTITUTION	Southern Education Foundation, Atlanta, Ga.
PUB DATE	82
NOTE	14p.
AVAILABLE FROM	Southern Education Foundation, 811 Cypress St., N.E., Atlanta, GA 30308 (self-addressed stamped envelope).
PUB TYPE	Viewpoints (120) -- Reports - General (140)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Black Colleges; *Enrollment; Higher Education; *Institutional Characteristics; Racial Composition; *School Effectiveness

ABSTRACT

Based on examination of available literature, this report discusses factors that have been found to be correlated with the effectiveness of black colleges and universities. Identified among such factors are: (1) adequate financial support; (2) satisfactory living conditions and security; (3) good quality of instruction; (4) academic support and enrichment programs; (5) positive faculty and administrator attitudes and behavior; (6) diverse curriculum offerings; and (7) counseling support systems. The report also describes indicators of institutional effectiveness (production of graduates, area of specialization, and product quality), and presents a model that illustrates causal associations between the structural determinants and the indicators of effectiveness. Finally, a table is presented that identifies traditionally black higher education institutions in the United States and indicates highest degree offered, whether the institution is public or private, total 1980 enrollment, and percentage of black enrollment in 1980. (Author/MJL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BLACK COLLEGES AND UNIVERSITIES: THE COMPONENTS OF INSTITUTIONAL EFFECTIVENESS

ED228342

Doris Wilkinson*

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

D. Wilkinson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

UD 022 684

Southern Education Foundation

FEB. — — 1983

©1982. Washington, D.C.: Career/Research Resources. All rights reserved. No part of this publication may be copied or duplicated without permission from the author. If the article is used in a professional journal or other work, appropriate citation is expected.

BLACK COLLEGES AND UNIVERSITIES: THE COMPONENTS OF INSTITUTIONAL EFFECTIVENESS

Doris Wilkinson*

The development of higher education institutions for Americans of African descent was an outgrowth of a society segregated by custom and by law. Since their establishment, these schools have been the subject of study and criticism. In recent years, they have served almost as experimental laboratories for various forms of scrutiny and a plethora of research. Social and behaviorial scientists, Black and White, at traditionally and predominantly White universities and state and federal government personnel in post-secondary education divisions have targeted these historical institutions for examination and more recently for initiative projects.[1] Emphases have fluctuated from expressed needs to increase funding and student aid to recommendations for reducing financial support and phasing out programs. Considerable attention has also been devoted to student demographic characteristics and attitudes and the problem of attrition. However, to date, there has not been much policy based analytic work on institutional properties and the indicators of productivity. With the exception of the valuable work of the Institute for the Study of Educational Policy in Washington, D.C., there have been few systematic analyses of those factors which contribute to the effective functioning of a Black college or university. *What are the indicators of and correlates with institutional effectiveness? What are the measures of productivity?* These remain basically unanswered questions. At least two contributions are presently needed:

(1) an empirically verifiable model which illuminates the positive structural properties associated with the educational missions of Black colleges and universities;

(2) an inventory of the most salient indicators of institutional effectiveness or productivity.

The aim of this discussion is to present a paradigm which could result in testable assumptions about those properties that are correlated with retention and the production of undergraduates at Afro-American colleges and universities. The operations as well as the structure of these institutions are emphasized here since both have an impact on educational objectives. The specific empirical questions suggested are: What are the positive structural features related to desired outcomes? What are the anticipated and desired results which represent indicators of institutional effectiveness?

VARIATIONS IN INSTITUTIONAL PROPERTIES

The word *properties* refers to those programs, arrangements, subdivisions and characteristics which make up an institution's organizational activities. Properties are essentially resources and means for the acquisition of specific goals. Thus, they constitute spheres of influence that enable an institution to function. Like other colleges and universities, those which were founded for Americans of African heritage differ on a number of structural attributes. These range from whether the institution's status is public or private, the amount of federal funding received, the support of alumni, the allocation of

*Dr. Wilkinson is a Professor at Howard University and the Director of a national study on the Production of Black Undergraduates which is funded by the Southern Education Foundation.

income to the intraorganizational components such as support services, institutionalized administrative and faculty attitudes and behavior, faculty teaching and research performance, instructional resources, and a same-race peer-tutor system. A fundamental theoretical premise is that structural properties, whatever their form, are significant determinants of institutional productivity.

Interestingly, a few year ago, there was a report on colleges and those negative characteristics which affect student retention. The listing included the following: *inadequate* financial aid, curricular offerings, academic support and career planning services, academic advising, and counseling support systems. Others were conflict between class and work, lack of faculty caring and concern, low teaching quality, unsatisfactory living accommodations, insufficient intellectual challenge and restrictive rules.[2] Obviously, these negative features would affect the levels and rates of productivity at any institution of higher learning.

ENROLLMENT PROFILE OF TRADITIONALLY BLACK INSTITUTIONS OF HIGHER EDUCATION

The following table presents an enrollment profile for all of the traditional institutions of higher education founded for Afro-Americans by the following: control, level or highest degree offered, enrollment totals for 1980 and percent Black enrollment. Although a few are presently predominantly White, all represent historically Black colleges and universities regardless of their current racial composition.

State and Institution	Control/ Level	1980 enrollment	
		Total	Percent Black[1]
ALABAMA (12)			
Alabama Agricultural and Mechanical University, Normal	Public Master's	4,380	78
Alabama Lutheran Academy and College, Selma	Private 2 year	243	100
Alabama State University, Montgomery	Public Master's	4,066	100
Daniel Payne College, Birmingham	Private 4 year	Closed in 1977	
Lawson State Community College, Birmingham	Public 2 year	1,056	100
Lomax-Hannon Junior College, Greenville	Private 2 year	96	100
Miles College, Birmingham	Private 4 year[2]	1,014	100
Oakwood College, Huntsville	Private 4 year	1,303	100
S.D. Bishop State Junior College, Mobile	Public 2 year	1,425	78
Selma University, Selma	Private 2 year	501	100

State and Institution *(Cont'd.)*	Control/ Level	1980 enrollment Total	Percent Black
Stillman College, Tuscaloosa	Private 4 year	558	100
Talladega College, Talladega	Private 4 year	797	99
Tuskegee Institute, Tuskegee	Private Master's[2]	3,736	97
ARKANSAS (4)			
Arkansas Baptist College, Little Rock	Private 4 year	298	96
Philander Smith College, Little Rock	Private 4 year	590	99
Shorter College, Little Rock	Private 2 year	164	97
University of Arkansas at Pine Bluff	Public 4 year	3,064	86
DELAWARE (1)			
Delaware State College, Dover	Public 4 year	2,084	65
DISTRICT OF COLUMBIA (2)			
Howard University, Washington	Private Doctorate[2]	11,321	94
University of D.C.* (District of Columbia Teachers College)	Public Master's	13,900	93
FLORIDA (4)			
Bethune-Cookman College Daytona Beach	Private 4 year	1,738	98
Edward Waters College, Jacksonville	Private 4 year	836	97
Florida Agricultural and Mechanical University, Tallahassee	Public Master's[2]	5,371	89
Florida Memorial College, Miami	Private 4 year	950	66
GEORGIA (10)			
Albany State College, Albany	Public 4 Year	1,555	93
Atlanta University, Atlanta	Private Doctorate	1,371	93
Clark College, Atlanta	Private 4 year	2,107	100
Fort Valley State College, Fort Valley	Public 4 year	1,814	91
Interdenominational Theological Center, Atlanta	Private Doctorate[2]	273	95
Morehouse College, Atlanta	Private 4 year[2]	2,006	99

State and Institution *(Cont'd.)*	Control/ Level	1980 enrollment Total	Percent Black
Morris Brown College, Atlanta	Private 4 year	1,611	100
Paine College, Augusta	Private 4 year	748	97
Savannah State College, Savannah	Public Master's	2,110	80
Spelman College, Atlanta	Private 4 year	1,366	100
KENTUCKY (1)			
Kentucky State University, Frankfort	Public Master's	2,336	49
LOUISIANA (6)			
Dilliard University, New Orleans	Private 4 year	1,208	100
Grambling State University, Grambling	Public Master's	3,549	99
Southern University Agricultural and Mechanical College, Main Campus, Baton Rouge	Public Master's[2]	8,372	98
Southern University New Orleans	Public 4 Year	2,574	99
Southern University, Shreveport-Bossier City Campus, Shreveport	Public 2 year	723	99
Xavier University of Louisiana, New Orleans	Private Master's	2,004	94
MARYLAND (4)			
Bowie State College, Bowie	Public Master's	2,757	65
Coppin State College, Baltimore	Public Master's	2,541	95
Morgan State University, Baltimore	Public Master's	5,050	94
University of Maryland - Eastern Shore, Princess Anne	Public Master's	1,073	77
MISSISSIPPI (11)			
Alcorn State University, Lorman	Public Master's	2,341	97
Coahoma Junior College, Clarksdale	Public Master's	1,394	95
Jackson State University Jackson	Public Master's	7,099	95
Mary Holmes College, West Point	Private 2 year	422	100
Mississippi Industrial College, Holly Springs	Private 4 years	239	99

State and Institution *(Cont'd.)*	Control/ Level	1980 enrollment Total	Percent Black
Mississippi Valley State University, Itta Bena	Public Master's	2,564	99
Natchez Junior College, Natchez	Private 2 year	(41)[5]	(100)[5]
Prentiss Normal and Industrial Institute, Prentiss	Private 2 year	146	100
Rust College, Holly Springs	Private 4 year	715	100
Tougaloo College, Tougaloo	Private 4 year	886	100
Utica Junior College, Utica	Public Master's	1,005	100
MISSOURI (1)			
Lincoln University, Jefferson City	Public Master's	2,651	43
NORTH CAROLINA (11)			
Barber-Scotia College, Concord	Private 4 year	317	100
Bennett College, Greensboro	Private 4 year	620	100
Elizabeth City State University, Elizabeth City	Public 4 year	1,488	87
Fayetteville State University, Fayetteville	Public Master's	2,465	83
Johnson C. Smith University, Charlotte	Private 4 year	1,379	100
Livingstone College, Salisbury	Private 4 year	879	97
North Carolina Agricultural and Technical State University, Greensboro	Public Master's	5,510	90
North Carolina Central University, Durham	Public Master's[2]	4,910	89
Saint Augustine's College, Raleigh	Private 4 year	1,861	100
Shaw University, Raleigh	Private 4 year	1,523	98
Winston-Salem State University, Winston-Salem	Public 4 year	2,200	86
OHIO (2)			
Central State University, Wilberforce	Public 4 year	3,031	88
Wilberforce University, Wilberforce	Private 4 year	1,082	100

State and Institution *(Cont'd.)*	Control/ Level	1980 enrollment Total	Percent Black
OKLAHOMA (1)			
Langston University, Langston	Public 4 year	1,179	79
PENNSYLVANIA (2)			
Cheyney State College, Cheyney	Public Master's	2,426	91
Lincoln University, Lincoln	Public Master's	1,294	91
SOUTH CAROLINA (8)			
Allen University, Columbia	Private 4 year	410	100
Benedict College, Columbia	Private 4 year	1,426	100
Claflin College, Orangeburg	Private 4 year	739	100
Clinton Junior College, Rock Hill	Private 2 year	116	100
Friendship College, Rock Hill	Private 2 year	343	99
Morris College, Sumter	Private 4 year[2]	626	100
South Carolina State College, Orangeburg	Public Master's	3,929	95
Voorhees College, Denmark	Private 4 year	613	99
TENNESSEE (7)			
Fisk University, Nashville	Private Master's	1,009	100
Knoxville College, Knoxville	Private 4 year	557	96
Lane College, Jackson	Private 4 year	757	100
LeMoyne-Owen College, Memphis	Private 4 year	1,063	100
Meharry Medical College, Nashville	Private Doctorate[2]	817	90
Morristown College, Morristown	Private 2 year	114	100
Tennessee State University, Nashville[6]	Public Master's[6]	8,318	67
TEXAS (9)			
Bishop College, Dallas	Private 4 year	945	99
Huston-Tillotson College, Austin	Private 4 year	692	94

State and Institution *(Cont'd.)*	Control/ Level	1980 enrollment Total	Percent Black
Jarvis Christian College, Hawkins	Private 4 year	619	100
Paul Quinn College, Waco	Private 4 year	438	98
Prairie View Agricultural and Mechanical University, Prairie View	Public Master's	6,592	92
Southwestern Christian College, Terrell	Private 2 year	285	98
Texas College, Tyler	Private 4 year	476	100
Texas Southern University, Houston	Public Doctorate[2]	8,100	97
Wiley College, Marshall	Private 4 year	664	100
VIRGINIA (5)			
Hampton Institute, Hampton	Private Master's	3,230	97
Norfolk State University, Norfolk	Public Master's	7,286	93
St. Paul's College, Lawrenceville	Private 4 year	645	100
The Virginia College, Lynchburg	Private 2 year	Closed in 1980	
Virginia State University, Petersburg	Public Master's	4,668	91
Virginia Union University, Richmond	Private 4 year[2]	1,361	99
WEST VIRGINIA (2)			
Bluefield State College, Bluefield	Public 4 year	2,742	10
West Virginia State College, Institute	Public 4 year	4,353	17
TOTAL[3]		222,218	83

[1]Nonresident aliens, who are not classified by race in HEGIS, are subtracted from the total enrollment to calculate "percent Afro-American or Black."
[2]Also offers first professional program(s).
[3]Excludes data on Natchez Junior College, Mississippi.
[4]District of Columbia Teachers College was merged in 1977 with Federal City College and Washington Technical Institute forming the University of D.C.
[5]Not reported/inelegible for HEGIS. Data in parenthesis were obtained by telephone.
[6]In 1979, the University of Tennessee at Nashville, a predominantly white institution, was merged into Tennessee State University.

Source: National Center for Educational Statistics. "Update on Black Students and Black Colleges: 1980-81." *NCES/Bulletin* (September, 1981): 3-10

POSITIVE INSTITUTIONAL PROPERTIES

In examining the literature on the status of Black colleges and universities, it has been necessary to sift out and reconceptualize those potential structural properties which could be predicted as correlates with institutional effectiveness. A large number of the studies on higher education for Americans of African ancestry have concentrated on the social and demographic attributes of students and their attitudes toward the educational experience, as well as their academic performance. A considerable amount of such research coincides with an earlier belief that "the characteristics of the Negro institutions of higher education have been determined to a large extent by the type of students which they attract. The colleges suffer the initial handicap of having to draw the majority of their students from inferior schools."[3] However, the emphasis here is not on population characteristics or social and attitudinal variables but rather focuses attention solely on institutional properties.

A careful scrutiny of the widely diverse and scattered essays, reports, research results, and government documents on Black colleges and universities resulted in an extensive distribution of positive institutional properties:

- adequate financial aid
- satisfactory living conditions and security
- security from harm to property or person
- good quality instruction
- academic support services/adequate enrichment programs
  - writing resource center
  - interdisciplinary programs in reading, writing and speech
  - goal oriented individualized instructional programs
  - entry level mathematics programs/mathematics learning center
  - functional academic advising
  - peer-tutoring system
- positive and role modeling faculty behavior and attitudes
- opportunities for on-campus employment
- cooperative teaching projects
- student-faculty contact
- career planning services
- extracurricula programs
- non-restrictive rules and regulations
- diverse curricula offerings

A connecting aspect underlying these components must be intellectual discipline, a tradition of learning and scholarship, a respect for independent intellectual thought and creativity, and a sound research base. In order for the aforementioned properties to function effectively, the acquisition and incorporation of educational values is foremost.

Significant among external factors which affect objectives is the availability of compensatory financial support for institutional operations. This is as imperative as student aid and faculty research support. Further, academic enrichment programs, security, and satisfactory living conditions are most essential. Students and faculty cannot produce in environments where the living and work settings are not conducive to their retention and successful academic performance nor to faculty productivity. Juxtaposed with these are the instructional aspects and deeply rooted attitudes and behaviors of faculty[4] and administrators.[5] These become a part of the social learning fabric which permeates all aspects of an institution's structure. Additional essential features include adequate and effective counseling support systems and career planning and placement services along with diverse curricula offerings.

It is important to point out here that an academic support component has a diversity of possible dimensions. In some institutions, writing resource centers are central. In others, academic advising is taken seriously and if effective, as measured by student evaluations, is rewarded. Still other traditionally and predominantly Black colleges and universities take pride in the institution's individualized instruction, its peer-tutoring system, and its entry level mathematics programs. Some schools have well organized and developed peer-tutor programs or interdisciplinary activities in reading, writing, and speech. These help offset some of the deficits which are the consequence of inadequate high school preparation.

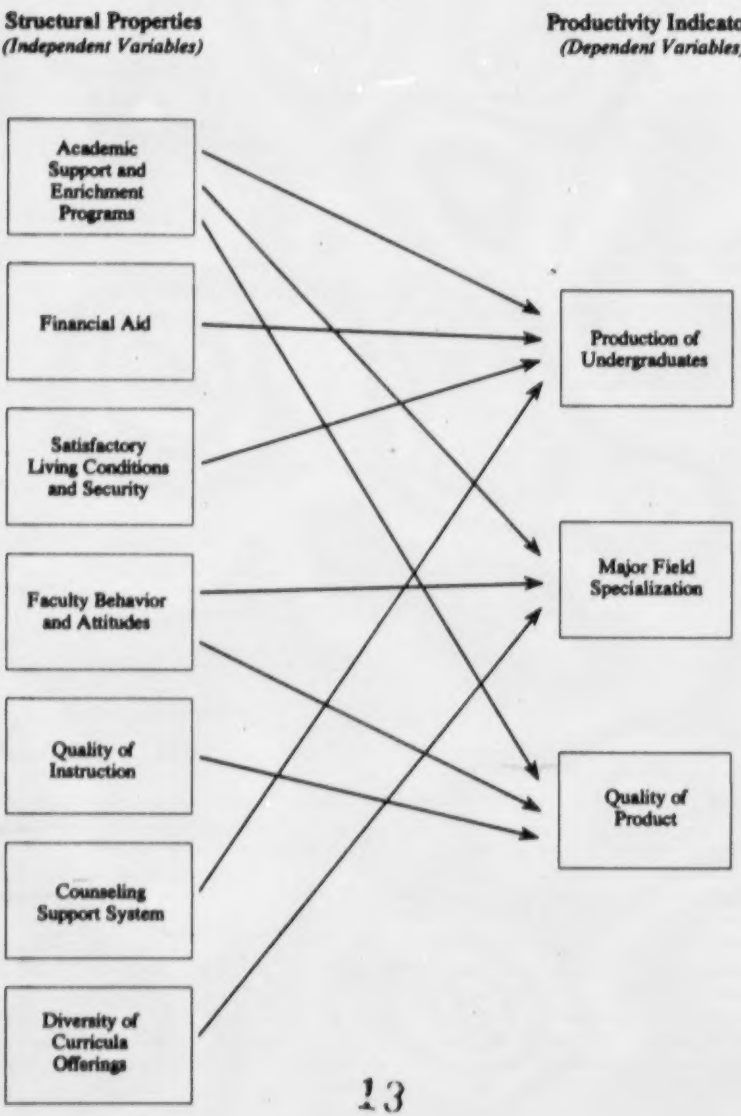
MEASURING INSTITUTIONAL EFFECTIVENESS

The effectiveness of any organization, college or university may be conceptualized in terms of intended, expected and desired results. That which is capable of producing the effect desired or has the capability for achieving a definite and anticipated objective is considered effective. Basically, institutional effectiveness in higher education must be thought of as having three important and measurable outcomes:

(1) the production of students who complete their training
(2) field of specialization of graduates
(3) the quality of the product

For present purposes, the production of undergraduates is taken as the most salient indicator of effectiveness. This desired result reveals that an institution has met its goal of training Afro-American students who are retained and who complete their studies. Field of specialization is also critical since students who graduate will be seeking employment. Because of present concentrations in a limited number of fields, there is a problem of maldistribution. A majority of Black graduates are in education, the social sciences, and business education. Even in White universities, students of African heritage are disproportionately represented in Education and related fields, History, the Social Sciences, Physical Education, or Afro-Studies."[6] In part, this pattern of field clustering can be explained in terms of the opportunity structure, an earlier demand for teachers, and the prevailing role models. But, the present uneven distribution will increasingly give rise to employment difficulties,[7] competition with students in other fields, and possibly the loss of resources and essential manpower in Black communities. With respect to this, it has been aptly observed that: "Any college degree is helpful to Blacks in the job market, but some are much less helpful than others, and Blacks in particular tend to end up with the least helpful degrees."[8] One report from the Institute for the Study of Educational Policy points out that perhaps "the most striking institutional

Multivariate Model of Relationships Among Selected Structural Properties and the Indicators of Institutional Productivity



factor in major-field distribution is faculty behavior." Since some research has shown an association between political beliefs and faculty fields of specialization, it is safe to assume that there is a correlation between faculty professional attitudes and their behaviors *and* course selection patterns by students as well as their choice of a major.

Finally, the most important indicator of institutional effectiveness, once there is the graduate with an area of specialization, is product quality. It is not reasonable to rely only on numbers graduated and major-field distribution as aspects of institutional productivity. Rather the production of undergraduates must be juxtaposed with major–field, the quality of training and acquired skills. These, of course, are related to academic resources and faculty productivity. Quality of product itself is a multidimensional concept which includes an array of components such as having basic competencies, being well trained and knowledgeable in field selected, having analytic capabilities and demonstrable as well as marketable skills.

The institutional components and indicators combined in this logical multivariate model illustrate potential "causal" associations for seven dominant properties. Some of these are expected to be directly associated only with the production of undergraduates. Others are assumed to be more closely correlated with field of specialization; and some are assumed to be directly related to quality of product.

It is hoped that this beginning paradigm will generate useful theoretical frames of reference and research emphases in future studies of historically Black colleges and universities. For there continues to be a need for these institutions, despite the general "assault on the policies and programs designed to help blacks"[9] in the educational sphere. It is imperative that the "future participation of Black institutions in the higher education system of this country should be enhanced and preserved."[10]

---

[1]Luther Brown, "The Enhancement of Traditionally Black Colleges and Universities in the 1980s: A New Beginning? *ISEP Monitor*, vol. 5, no. 4 (December, 1981): 7-10.

[2] Philip E. Beal and Lee Noel, "What Works in Student Retention." American College Testing Program and National Center for Higher Education, Management System (Draft, 1979). Cited in *ISEP Third Status Report*, (1980), p. 91.

[3]E. Franklin Frazier, *The Negro in the United States*. New York: The Macmillan Company, 1958: p. 480.

[4]Institute for the Study of Educational Policy, *Equal Educational Opportunity: The Status of Black Americans in Higher Education*, 1975-77. Washington, D.C.: Howard University, 1980: p.113.

[5]Andrew Billingsley. "Building Strong Faculties in Black Colleges," *The Journal of Negro Education* 51 (winter, 1982): 4-15.

[6]Doris Wilkinson. "A Profile: Minorities in Sociology and Other Behavioral Sciences." *ASA Footnotes* 6 (November, 1978): 6-8

[7]Doris Wilkinson. "Job Seeking Guide for Social Science Majors." *The Black Collegian* (Feb./March, 1980): 96-97.

[8]Institute for the Study of Educational Policy, *Equal Educational Opportunity: The Status of Black Americans in Higher Education, 1975-1977*. Washington, D.C.: ISEP, Howard University, 1980: p. 70.

[9]Faustine C. Jones. *The Changing Mood in America: Eroding Commitment?* Washington, D.C.: Howard University Press, 1977, p. 258.

[10]Kenneth S. Tollett, *Black Colleges as Instruments of Affirmative Action*. Washington, D.C.: Institute for the Study of Educational Policy, 1982, p. 79.